DOCUMENT RESUME

ED 105 909 JC 750 232

AUTHOR	Tschechtelin, James D.
TITLE	Student Follow-Up Study: First-Time Students, 1970. Research Report 75-2.
INSTITUTION	Harford Community Coll., Bel Air, Md.
REPORT NO	RR-75-2
PUB DATE	Mar 75
NOTE	49p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Articulation (Program); *Educational Benefits; Educational Objectives; Employment Level; *Followup Studies; Job Satisfaction; *Junior Colleges; Junior College Students; *Participant Satisfaction; Salaries; Student College Relationship; Student Opinion; Tables (Data); Transfer Students; Vocational Education; *Vocational Followup
IDENTIFIERS	*Harford Community College; Maryland

ABSTRACT

As part of a statewide survey, a questionnaire was mailed in April 1974, to the 940 students who had entered Harford Community College (HCC) for the first time in fall 1970; 257 (27 percent) responded. The survey was designed to ascertain the respondents' educational goals, their employment history, their transfer experiences, and their general assessment of HCC environment and services. Although only 27 percent of the respondents had graduated, nearly two-thirds indicated they had achieved primary educational goals. Three-fourths of the respondents were employed, most in full-time positions, and over half in Harford County. Sixty-two percent of the respondents indicated that HCC programs increased their theoretical understanding of their job, 61 percent felt HCC programs increased their job skills, and 42 percent felt their HCC experience had led to salary increases or promotions. Ninety-seven students (38 percent) had transferred to some other institution; of this group, 78 percent lost three credits or less in the transfer process. Ninety percent indicated that they would recommend HCC to a friend. Statewide results on this survey are compared to HCC results in many instances. Results are tabulated and the questionnaire is appended. (AH)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED105909

STUDENT FOLLOW-UP STUDY: FIRST-TIME STUDENTS, 1970

Research Report 75-2

SUMMARY

The main purposes of this study were to find out what former students are doing with their education and to provide them with a chance to evaluate their college experiences. A questionnaire was sent to all students who entered Harford for the first time in Fall, 1970. Twenty-seven percent responded. Findings include: (1) While 27% of the respondents graduated, 63% achieved their educational objective. (2) Three-fourths of the respondents were currently employed, over half (53%) in Harford County. (3) Many respondents reported salary increases, better theoretical understanding of their jobs, and improved job skills. (4) Thirty-eight percent of the respondents transferred, and most (78%) lost only 3 credits or less. (5) Faculty availability and interest in students were rated highly by the respondents, and 90% said they would recommend the College to a friend.

Harford Community College
Institutional Research Office
James D. Tschechtelin, Coordinator
Bel Air, Maryland 21014

March, 1975

JC 750 232

Acknowledgements: Special thanks to Rosemary Karr for her assistance with this report. Valuable help was also provided by Kenneth H. Guy, the HCC Data Processing staff, Ed Media, and Rod Hurley of the Maryland State Board for Community Colleges.

STUDENT FOLLOW-UP STUDY: FIRST-TIME STUDENTS, 1970
HARFORD COMMUNITY COLLEGE
HIGHLIGHTS OF RESEARCH REPORT #75-2

What happens to students after they leave Harford Community College? How helpful was the College in preparing students for work or further education? How do students rate their experiences at Harford? These are basic questions, because they can help the College evaluate itself and plan for the future.

A follow-up study was conducted on the 940 students who entered Harford for the first time in the Fall of 1970. The purposes were: (1) To establish a longitudinal data base on students, (2) to find out educational objectives at the time of entry to the College, (3) to establish a formal and ongoing feedback process about what students are doing with their education, and (4) to provide student evaluation of the College.

The study was designed to cover both non-graduates and graduates, and was done simultaneously by Harford and 12 other Maryland community colleges. The Maryland State Board for Community Colleges provided substantial assistance in the study.

The questionnaire was mailed in April, 1974, and 27% of the 1970 entering students responded. While conclusions cannot be made about all students, the study provides important insights about the 257 who responded.

RESULTS

GOALS AND GRADUATION

1. Half (51%) of the respondents sought a transfer as their primary goal, 21% career/skill development, 15% AA only, and 14% courses of interest.

2. Nearly two-thirds (63%) of the respondents achieved their primary educational goal. Respondents in transfer curricula achieved their goals more frequently (67%) than respondents in career curricula (55%).

3. Over one-fourth (27%) of the respondents had graduated. The transfer curricula had a lower rate of graduation (23%) than the career curricula (40%).

EMPLOYMENT

1. Three-fourths of the respondents were currently employed, most in full-time jobs.

2. Over half (53%) of the respondents work in Harford County, and 83% work in Maryland.

3. Median 1974 salary for respondents who took their first job after leaving HCC was $7,480, up 28% from their starting salary.

4. Median 1974 salary for respondents who were already working while attending HCC was $11,544, up 41% from the time they left Harford.

5. More than half (56%) of the respondents were in work that was related to their educational program. Among graduates, the figure was much higher, 82%.

6. The respondents were generally satisfied with their work. They were most satisfied with job importance and least satisfied with opportunities for advancement.

7. HCC programs increased theoretical understanding of the job for 62% of the respondents, increased job skills for 61%, helped 46% get a job, and aided 42% in getting salary increases or promotions.

TRANSFER

1. Thirty-eight percent of the respondents actually transferred, many going to either a Maryland state college (37%) or the University of Maryland (19%).

2. Over 80% of the respondents went into transfer programs related to their HCC program.

3. Most respondents (78%) lost only 3 credits or less in the transfer process; 57% lost no credits.

4. Transfer respondents compiled high grade point averages. Nearly half had an average of B or higher; only 4% were failing.

5. Ninety-three percent of the respondents said they received either extremely satisfactory or satisfactory preparation for transfer work. Over one-third said it was extremely satisfactory.

COLLEGE EVALUATION

1. Respondents were particularly satisfied with faculty availability after class and faculty interest in students.

2. Among 16 items, respondents were least satisfied with freshman orientation and student influence in college decisions.

3. Over three-fourths (78%) of the respondents said they would recommend their program of study to a friend.

4. Nine out of ten respondents said they would recommend Harford Community College to a friend.

BEST COPY AVAILABLE

CONTENTS

	Highlights of the Study	i
A.	Introduction and Purposes	1
B.	Methodology	2
C.	Results	3
	Graduation	3
	Educational Goals	9
	Employment	14
	Transfer	26
	Environment and Services	35
D.	Discussion	35
	Appendix	40

STUDENT FOLLOW-UP STUDY: FIRST-TIME STUDENTS, 1970
HARFORD COMMUNITY COLLEGE
RESEARCH REPORT 75-2

A. INTRODUCTION AND PURPOSES

What happens to students after they leave Harford Community College? How helpful was the College in preparing students for work on further education? How do students rate their experiences at Harford? These questions are basic ones, for they can help to determine how well Harford Community College is achieving its missions. The College now spends four million dollars a year. Hundreds of employees and thousands of students crowd the campus day and night. The question is "Are we doing any good?"

This report is an attempt to shed some light on that question. The study has limitations, but it illuminates some progress and some problems. Previous Harford follow-up studies were conducted by Sepe on the first-time students entering in 1967 and 1968. A 1974 survey of research priorities among faculty and administrators indicated a desire for information about "the effects and the effectiveness of the College."

There are two unique features in this study. First, it attempts to evaluate success in ways beyond the graduation rate. This was done because there is increasing evidence that some students attend a community college for specific reasons that may not include a degree. Thus, the achievement of personal objectives is an equally important consideration. Second, the same research study was conducted simultaneously by 13 community colleges in Maryland. This allows for the building of some statewide "norms."

Hopefully, the results of this study will be useful as the College plans for the future. It provides some data that can assist in deciding what to modify, what to expand. It is not enough to know whether "we are doing any good," for we must then decide how to do better.

Purposes

There were four major purposes for the study:

1. To establish a longitudinal data base on students attending Harford.
2. To identify student educational objectives at the time of entry to the College.
3. To establish a formal and ongoing feedback process about what students are doing with their education.
4. To provide student evaluation of the College.

Sepe, Thomas D. Research Report 71-2 A Follow-up Study of the Entering Freshman Class of 1967 at Harford Junior College (1971)

Sepe, Thomas D. Research Report 73-4 A Follow-up Study of the Entering Freshman Class of 1968 at Harford Community College (1973)

Research Questions

The following specific questions were addressed:

1. What were the characteristics of former students in terms of curriculum, age, race, sex, credits earned, degree status, enrollment status, overall grade-point average, and high school graduation?

2. What were the initial intentions of former students upon entry into the community college? Were these intentions carried to fruition?

3. What were the students' employment history and job satisfaction after leaving the community college? What were the relationships between their program of study at the community college and their current emploument? Were they well prepared for employment?

4. Which students transferred and to where did thsy transfer? What was their status, both academically and enrollment-wise, upon transfer? What experiences/difficulties did they have in transferring? What were the relationships of their major at the institution of transfer?

5. What were former students' feelings, attitudes, and opinions toward certain aspects of the community college's environment and services?

Study Population

The population was defined as all students who were first-time students at Harford Community College in the Fall, 1970 semester. The Registrar's Report for Fall, 1970 showed 940 "new" students in that term.

B. METHODOLOGY

Survey Instrument

The questionnaire was developed by the Maryland Community College Institutional Research Group. Five study areas were addressed: general student and college information, goals, employment, transfer, and college environment and services. A copy of the questionnaire is shown in the Appendix. Data in Section I. about curriculum, credit hours, etc. was supplied by College records. All other information was self-reported by the respondents.

Data Collection

The administration of the study was a cooperative venture of the Maryland State Board for Community Colleges and each of 13 community colleges. The questionnaires were printed by the MSBCC and mailed out by the colleges. In the first mailout (4/1/74), students received the questionnaire, a cover letter,

and a postage paid, pre-addressed return envelope. A post card reminder was sent to non-respondents about two weeks later. After another five weeks, a letter was sent to the remaining non-respondents.

As completed questionnaires were received, Section I. data was added by the College and they were sent to the MSBCC. The MSBCC supervised the key-punching, verifying and computer analysis, done at the University of Maryland Computer Science Center. Printouts were then received at Harford for the College and for the aggregate state data.

Percentage of Returns

Questionnaires were sent to 940 students. Twenty-seven percent (252) were returned "addressee unknown" by the Postal Service. Completed questionnaires were received from 257 students, for 27% of the population. However, if the "addressee unknowns" are eliminated, then 37% of the students who actually received the questionnaire responded. See Table I.

Limitations of the Study

First, the percentage of returns was small. As reported in Tables I, 2, and 3, there were statistically significant differences between respondents and non-respondents in terms of sex, credit hours earned, degrees, grade average, and current enrollment. There were no differences in the response rate between students in transfer and career curricula. The small return rate and apparent biasing of respondents means that the study results cannot be generalized to the entire population of 1970 new students. There were less than 15 respondents from each of the career curricula and Engineering. Caution should therefore be used when reading data on these curricula in the study.

Second, students in the General Studies curriculum were given the same code number as students in the "Special" curriculum. Special students are not in a degree program, and should have been listed separately. Caution should be exercised when comparing these lumped curricula with others.

C. RESULTS

Graduation

Figure I and Table 4 show the graduation rate among the respondents. Overall, about one in four of the respondents had graduated 3 1/2 years after they entered Harford. This rate of graduation is quite similar to the statewide rate, except in the transfer curricula, where HCC is slightly higher. Sepe's studies of 1967 and 1968 entering students showed graduation rates of 18 and 20 percent three years after entrance. A higher rate of survey return in these earlier studies may account for the lower graduation rates. The academically successful students typically respond more readily. Also of interest is the finding that the graduation rate in the career curricula is higher than in transfer curricula. Table 4 also shows the graduation rate by curriculum. Only four career curricula are shown. These are the four with the greatest number of returns; the other career curricula were too small to show meaningful results.

TABLE I

RESPONDENTS TO FOLLOW-UP SURVEY

Characteristic	Number	Percent
New Students Entering Fall 1970 (Population)	940	100%
Respondents	257	27%
Returned "Addressee Unknown"	252	27%
Response Rate among those Receiving Survey		37%
Sex of Respondents *		
Men	139	55%
Women	116	45%
Sex of Population *		
Men	580	62%
Women	360	38%
Race of Respondents		
Caucasian	232	93%
Negro	13	5%
Oriental	2	1%
Indian	1	
Other	1	
Average Age of Respondents in 1974	27.55	
Standard Deviation	9.43	

*There are five possibilities in 100 that these differences in sex between respondents and non-respondents are due to chance.

TABLE 2

CHARACTERISTICS OF RESPONDENTS AND NON-RESPONDENTS

Characteristics	Respondents #	Respondents %	Non-Respondents #	Non-Respondents %
Credit Hours Earned				
000	17	7%	35	18%
1-3	30	12%	26	14%
4-6	21	8%	23	12%
7-11	8	3%	22	12%
12-15	17	7%	18	9%
16-30	36	14%	20	10%
31-45	30	12%	16	8%
46-59	30	12%	8	4%
60-75	62	24%	18	9%
76+	5	2%	3	2%
Highest Degree				
AA	67	26%	21	11%
Certificate	1	-	3	2%
None	188	73%	167	87%
Overall Grade Average				
0.00 - 1.99	62	24%	85	45%
2.00 - 2.49	36	14%	33	17%
2.50 - 2.99	52	20%	23	12%
3.00 - 3.49	60	23%	31	16%
3.50 +	46	18%	19	10%
Currently Enrolled (1974)				
Yes	23	9%	2	1%
No	233	91%	189	99%

There is less than one possibility in 1000 that these differences between respondents and non-respondents are due to chance. This is the case for each of the four characteristics.

TABLE 3

CURRICULUM OF RESPONDENTS AND NON-RESPONDENTS

Curriculum	Respondents		Non-Respondents	
	#	%	#	%
Transfer				
Business Admininstration	32	12%	31	16%
Engineering	9	4%	4	2%
General Studies, Arts & Sciences and Special	120	47%	92	48%
Teacher Education	35	14%	25	13%
Total Transfer	196	76%	152	80%
Career				
Auto Tech	3	1%	4	2%
Data Processing	11	4%	14	7%
Electronics	9	4%	2	1%
Interior Design	4	2%	0	-
Law Enforcement	2	1%	8	4%
Nursing	11	4%	4	2%
Science Lab Tech	1	-	0	-
Secretarial	14	5%	4	2%
Total Career	55	21%	36	19%
Others (Inactive Curriculum)	6	2%	3	2%
Grand Total	257	100%	191	100%

The differences between total transfer and total career respondents and non-respondents could have been due to chance.

FIGURE I

HOW MANY OF THE RESPONDENTS GRADUATED?

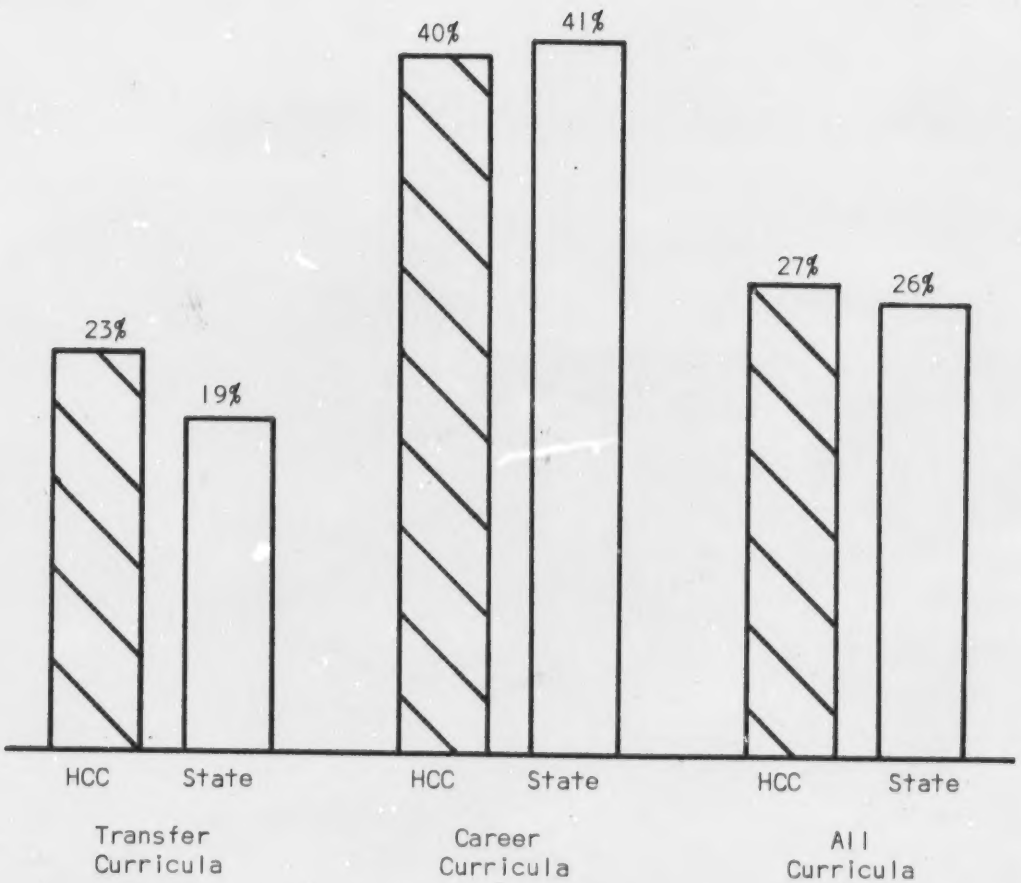

TABLE 4

GRADUATION STATUS OF RESPONDENTS BY CURRICULUM

Curriculum	Number Graduated	Harford Percent Graduating from Curriculum	Statewide Percent Graduating from Curriculum
Transfer			
Business Administration	10	31%	
Engineering	3	33%	
General Studies, Arts & Science and Special	21	18%	
Teacher Education	11	31%	
Total Transfer	45	23%	19%
Career*			
Data Processing	2	18%	46%
Electronics	4	44%	30%
Nursing	5	45%	49%
Secretarial	7	50%	33%
Total	18	40%	41%
Total all Curricula	68	27%	26%

* Includes only the four career curricula with the greatest number of respondents.

Educational Goals

It is important to look beyond the graduation rate to the educational goals of students. Figure 2 and Table 5 show the educational goals of the respondents. About half of the respondents indicated transfer as their goal at HCC. Career and skill development accounted for 21%, AA/no further educational plans 15%, and courses of interest 14%. These goals are quite similar to respondents statewide, with Harford respondents showing slightly less interest in transfer and slightly more interest in just taking courses. The curricular label that students select is not an accurate picture of why they attend Harford. Only 58% of respondents in "transfer" curricula intended to transfer. Conversely, 26% of respondents in "career" curricula intended to transfer.

Goal achievement. Did the respondents reach their educational goals? Figure 3 and Table 6 show the goal achievement of respondents. Sixty-three percent of HCC respondents achieved their educational goals. The figure was higher (67%) for transfer curricula and lower (55%) for career curricula respondents. Respondents from Harford indicated greater goal achievement than statewide, except in career curricula. Table 6 also shows goal achievement by sex, by race, and by curricula. Women respondents achieved goals more than men. While the number of black respondents was small, they indicated a rate of goal achievement equal to whites. This was not the case on a statewide basis, where white respondents had a higher rate of goal achievement.

Reasons for non-achievement. Respondents could check one or more reasons why their goals were not achieved. The following shows several reasons and the percentage of respondents checking that item.

Transferred	29%
Personal/Marriage	29%
Employment	27%
Lack of Interest	18%
Financial	13%

These percentages add to more than 100 percent because persons could check more than one item. Through a flaw in the questionnaire, students were not able to check a reason dealing with the inadequacy of Harford Community College. This will be corrected in the next study.

FIGURE 2

WHAT WERE THE EDUCATIONAL GOALS OF THE RESPONDENTS?

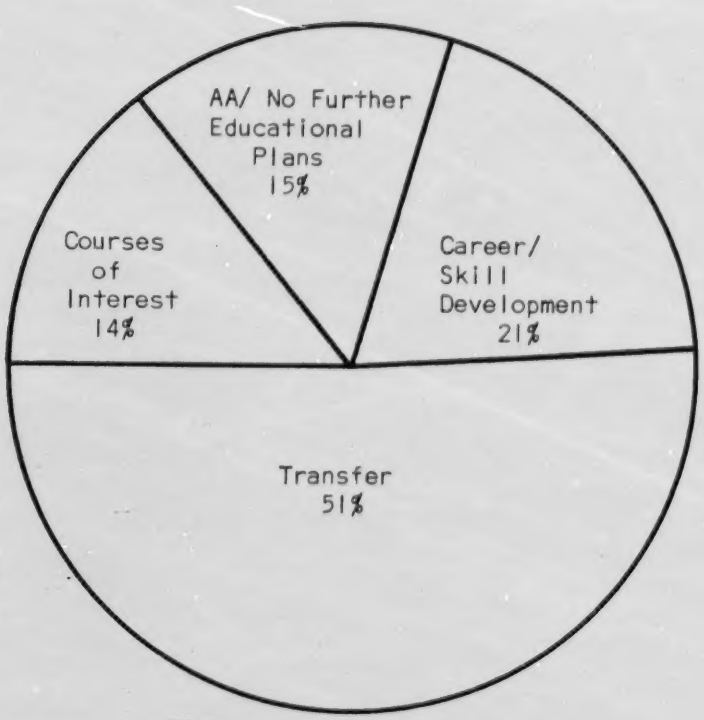

TABLE 5

EDUCATIONAL GOALS OF RESPONDENTS BY CURRICULUM

Curriculum	Transfer (%)	AA/No Further Educational Plans (%)	Career/ Skill Devel (%)	Courses of Interest (%)
Transfer Curricula				
Business Administration	55	10	23	13
Engineering	56	22	11	11
General Studies, Arts & Science and Special	52	8	20	21
Teacher Education	86	6	9	0
Total Transfer	58	8	18	15
Career Curricula				
Data Processing	18	18	45	18
Electronics	33	22	44	0
Nursing	27	27	27	18
Secretarial	14	43	43	0
Total Career	22	29	40	9
Total HCC	51	15	21	14
Total Statewide	54	15	21	11

FIGURE 3

DID THE RESPONDENTS ACHIEVE THEIR GOALS?
(Percent "Yes")

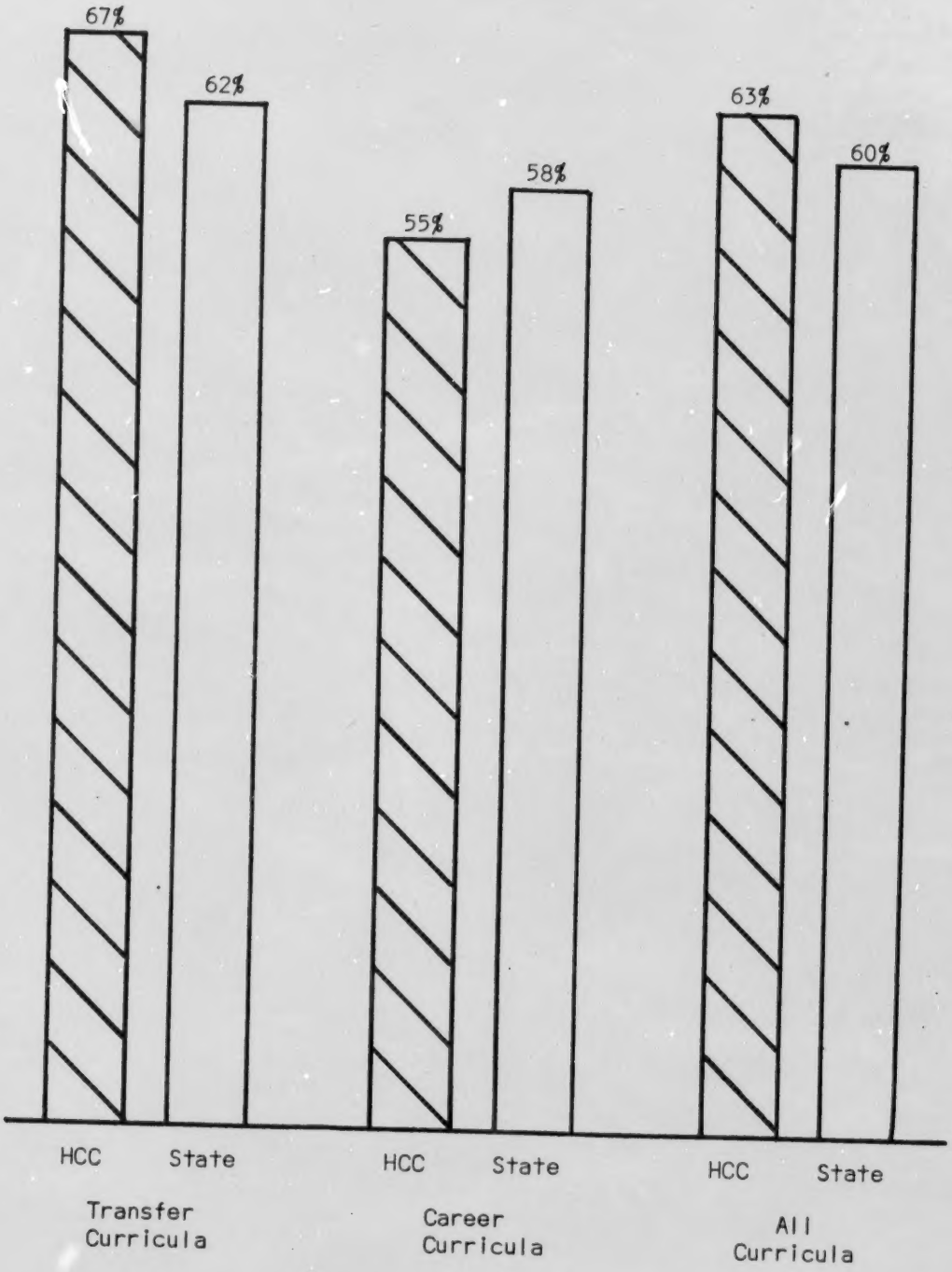

TABLE 6

GOAL ACHIEVEMENT OF RESPONDENTS

Group	Percent "Yes" Harford	Percent "Yes" Statewide
By Race		
White	63	61
Black	64	54
By Sex		
Men	60	56
Women	67	65
By Curriculum		
Business Administration	59	
Engineering	75	
General Studies, Arts & Science and Special	69	
Teacher Education	64	
All Transfer	67	62
Data Processing	44	42
Electronics	50	44
Nursing	55	70
Secretarial	64	63
All Career	55	58
Total All Students	63	60

Employment

The current employment status of the respondents is shown in Figure 4 and Table 7. Over 75% of the respondents were working in the Spring of 1974, 61% full-time and 15% part-time. This rate of full-time employment is considerably higher than statewide (51%). Among HCC respondents currently unemployed, 47% (29) are currently doing transfer work either full or part-time.

TABLE 7

CURRENT EMPLOYMENT STATUS OF RESPONDENTS

	Harford		Statewide	
	#	%	#	%
Employed Full-time	157	61%	2164	51%
Employed Part-time	38	15%	623	15%
Not Employed	62	24%	1436	34%

Employment location. About half of the respondents are working in Harford County. This rate of staying in the county is the same as the statewide rate. Nearly one-third of the HCC respondents found employment in other Maryland locations beyond Harford County. Sixteen percent are employed out-of-state. This data is reported in Figure 5 and Table 8.

FIGURE 4

HOW MANY RESPONDENTS WERE CURRENTLY EMPLOYED?

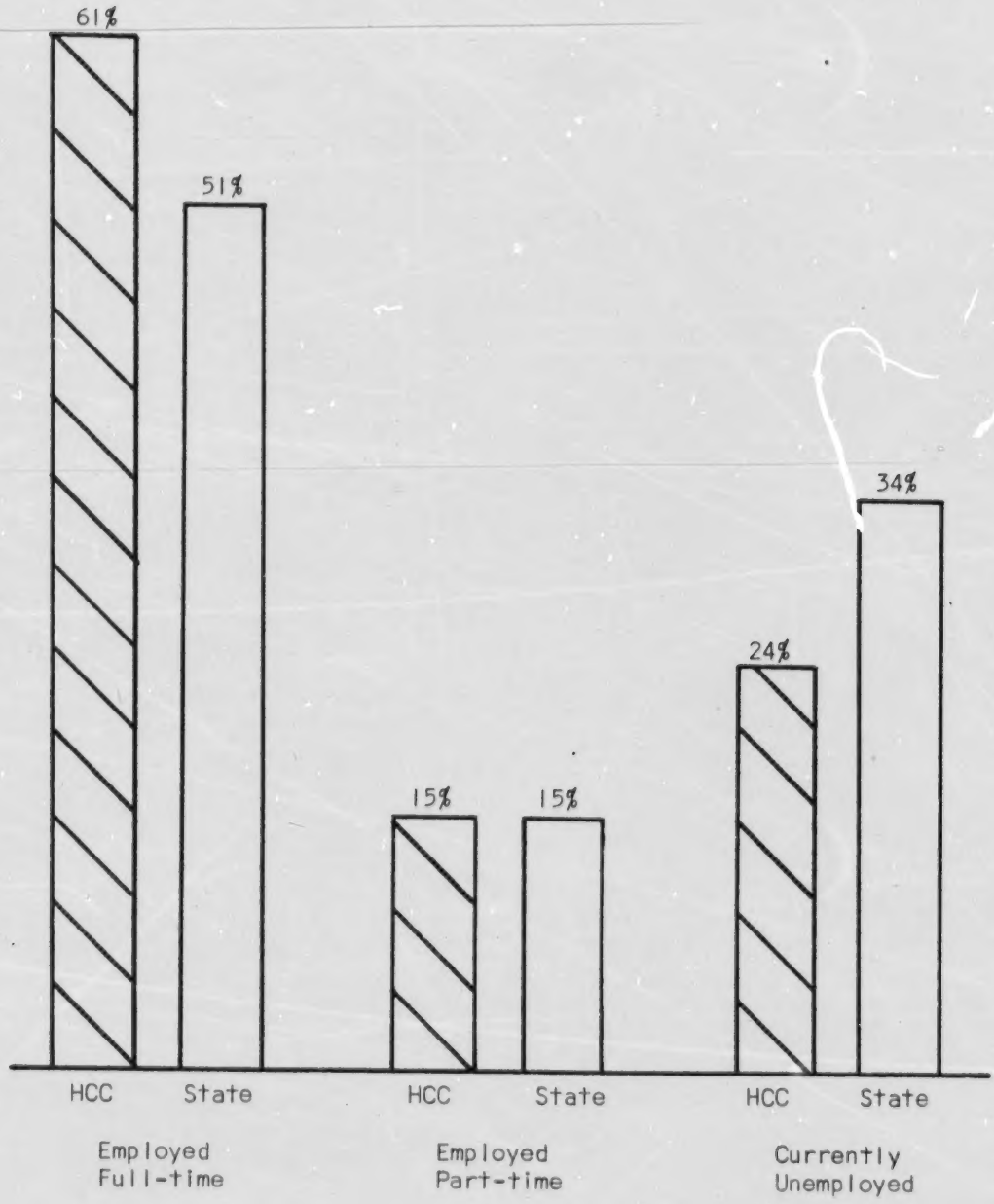

FIGURE 5

WHERE DO THE RESPONDENTS WORK?

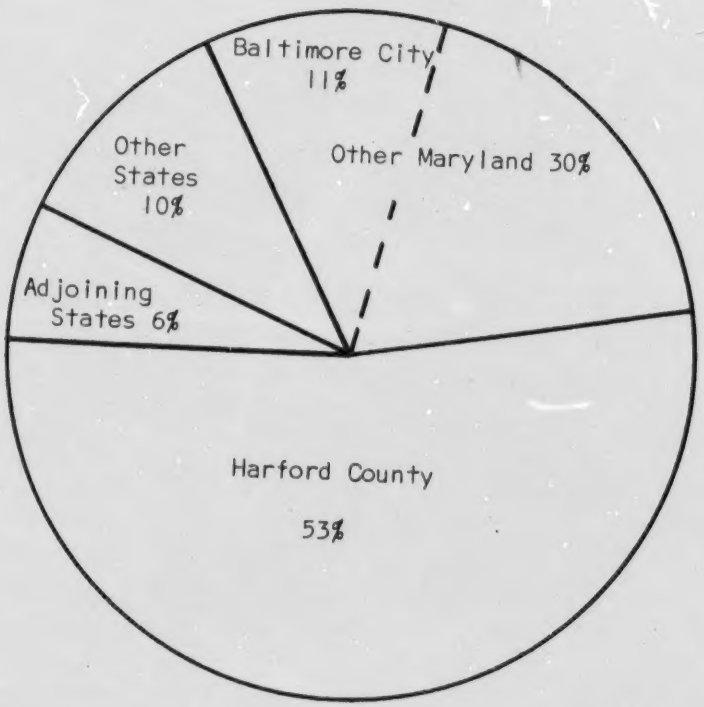

TABLE 8

EMPLOYMENT LOCATION OF RESPONDENTS

Location	Number	Percent
Harford County	102	53
Other Maryland Location		
Baltimore City	21	11
Other than Baltimore	37	19
Total other Maryland	58	30
Adjoining States		
Delaware	1	1
Pennsylvania	6	3
Virginia	2	1
Washington, D.C.	2	1
West Virginia	1	1
Total Adjoining States	12	6
Other States	20	10

Median salary. Information about the median salary of respondents is shown in Figure 6 and Table 9. It is important to distinguish between persons who obtained their first job after leaving Harford and those who were already employed while they attended the College. Persons in the latter group have been in the work force longer and would predictably earn higher salaries. The median salary for respondents who obtained their first job after leaving Harford was $5,824. When the questionnaire was completed in 1974, this had risen to $7,480, up 28%. Respondents who held the same job while attending Harford earned $8,200 upon leaving. In 1974, these persons were earning $11,544, up 41%.

Table 9 also gives data among graduates and non-graduates. Graduates who got their first job after leaving Harford did not experience the same rise in salary as non-graduates (14% vs. 44%). However, graduates received a higher starting salary, and with several years of experience, should exceed the salary among non-graduates. Evidence that this could happen is seen in the salaries of respondents who held a job while attending Harford. Median salaries of graduates rose 89% while non-graduates rose 28%. All salary data is based on respondents with full-time employment.

Relationship of job to college program. Figure 7 and Table 10 show the relationship of full-time employees' jobs and their HCC program. Over half (56%) of all respondents were doing work that was either directly or somewhat related to their college program. Among graduates, the figure was much higher than non-graduates (82% vs. 50%). There was considerable variation in the relationship of job to program among curricula. This is shown in Table 10.

Job satisfaction. How satisfied were full-time employees with their jobs? Seven job dimensions were checked, and the results are presented in Table 11. Respondents were most satisfied with their job importance and communication with superiors. They were least satisfied with their opportunities for advancement. However, respondents were generally satisfied with all seven dimensions of their jobs.

Job assistance provided by educational program. Figure 8 and Table 12 illustrate what job assistance was provided by the educational program at the College. Six of ten respondents said that their educational program increased their theoretical understanding and their skills for the job. For graduates alone, the percentages rose to 82% assisted in theory and 73% assisted in skills. Over 40% of all respondents reported that their educational program helped them to obtain their job and/or obtain salary increases or promotions.

FIGURE 6

WHAT IS THE MEDIAN SALARY OF THE RESPONDENTS?

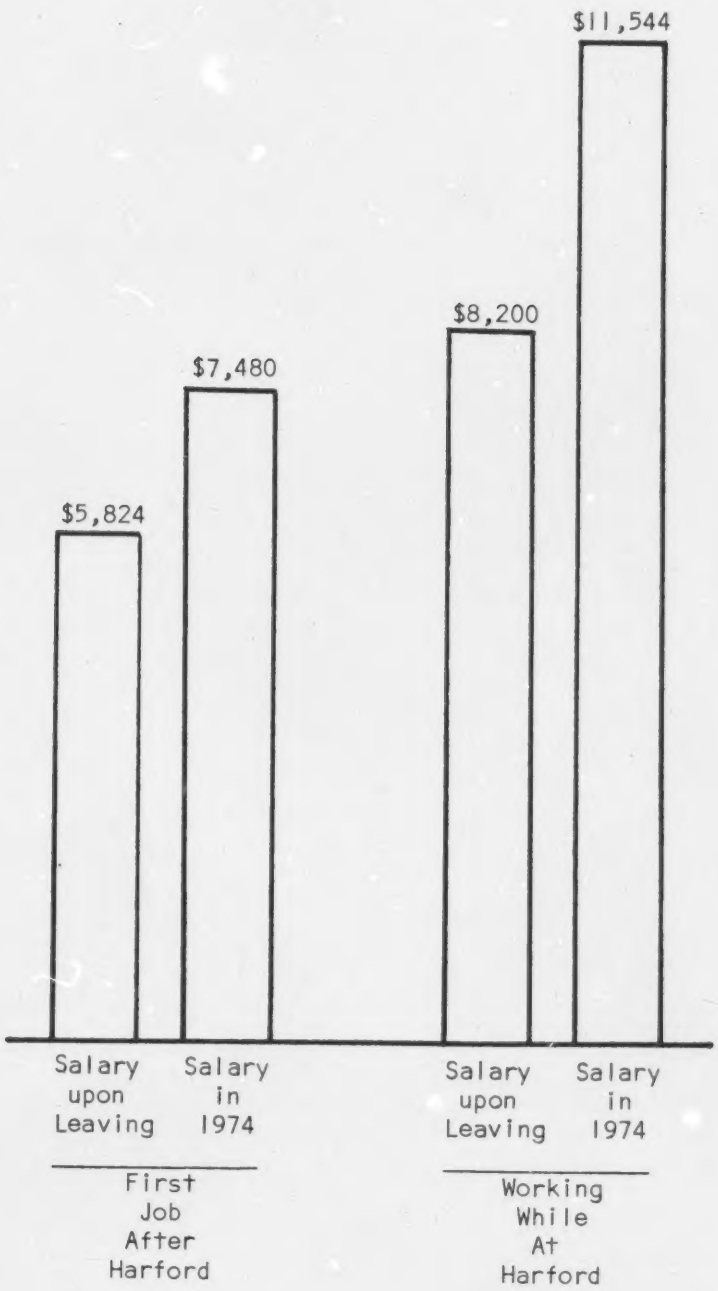

TABLE 9

MEDIAN SALARY OF RESPONDENTS (FULL-TIME EMPLOYEES)

Group	Median Salary Upon Leaving HCC	Median 1974 Salary	Salary Increase	
			Dollar	Percent
All respondents who located first job after leaving Harford	$5,824	$7,480	$1,656	28%
Graduates	$6,544	$7,480	$ 936	14%
Non-graduates	$5,200	$7,500	$2,300	44%
All respondents who held the same job while attending Harford	$8,200	$11,544	$3,344	41%
Graduates	$7,000	$13,200	$6,200	89%
Non-graduates	$9,000	$11,544	$2,544	28%

FIGURE 7

WHAT WAS THE RELATIONSHIP OF JOBS TO EDUCATIONAL PROGRAM?
(FULL-TIME EMPLOYEES)

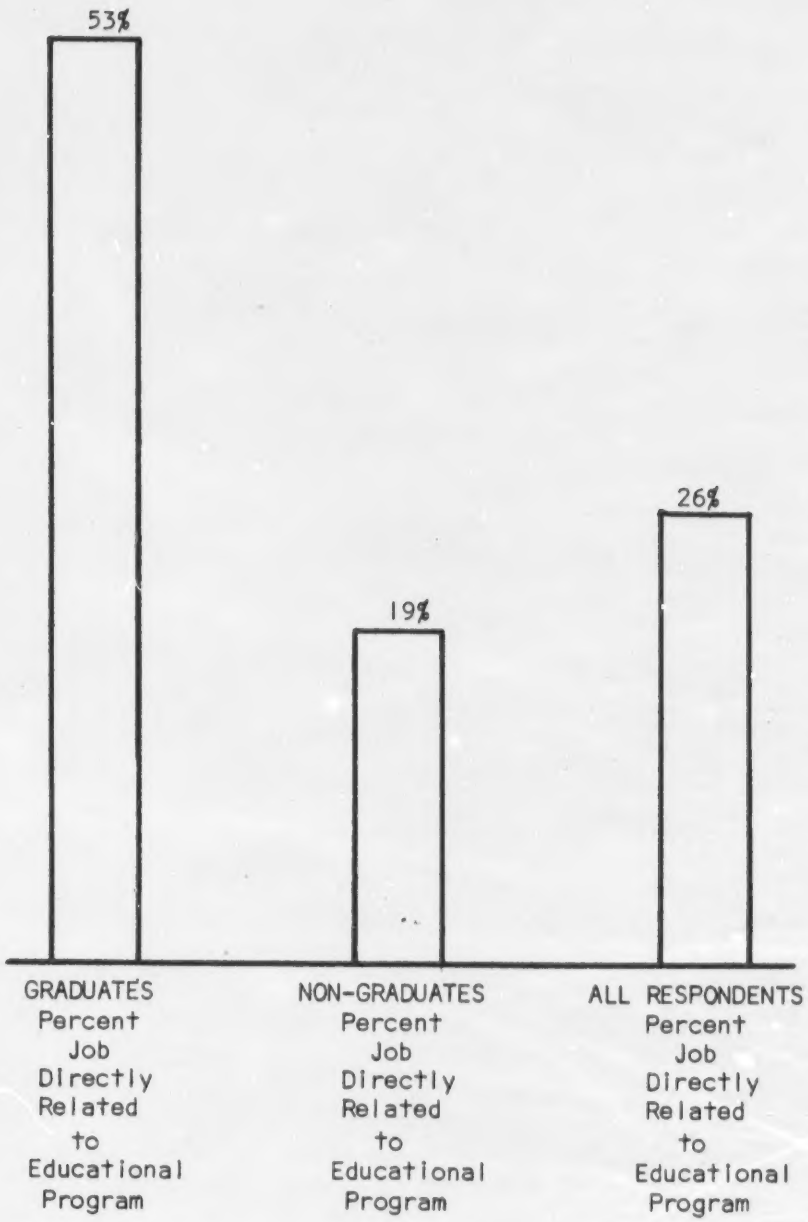
53%
19%
26%
GRADUATES Percent Job Directly Related to Educational Program
NON-GRADUATES Percent Job Directly Related to Educational Program
ALL RESPONDENTS Percent Job Directly Related to Educational Program

TABLE 10

RELATIONSHIP OF JOB TO COLLEGE PROGRAM (FULL-TIME EMPLOYEES)

Group	Program Directly Related (%)	Program Somewhat Related (%)	Program Not Related (%)
All Respondents	26	30	43
Graduates	53	29	18
Non-graduates	19	31	50
By Curriculum			
Business Administration (19)*	26	32	42
Engineering (7)	57	43	0
General Studies, Arts and Science and Special (68)	19	32	49
Teacher Education (12)	8	8	83
Data Processing (11)	27	36	36
Electronics (5)	0	40	60
Nursing (8)	75	12	12
Secretarial (9)	78	22	0

* Number of persons responding to this item.

TABLE II

JOB SATISFACTION AMONG RESPONDENTS (FULL-TIME EMPLOYEES)

Job Dimension	Average Degree of Satisfaction*	Standard Deviation
Salary	3.52	1.05
Opportunities for Salary Increase	3.50	1.32
Opportunities for Advancement	3.43	1.36
Job Enjoyment	3.88	1.19
Fringe Benefits	3.88	1.28
Job Importance	4.03	1.05
Communication with Superiors	4.02	1.16

* On a Scale of 1 to 5, where five is "Highly Satisfied" and one is "Highly Dissatisfied"

FIGURE 8

WHAT JOB ASSISTANCE DID THE EDUCATIONAL PROGRAM GIVE?

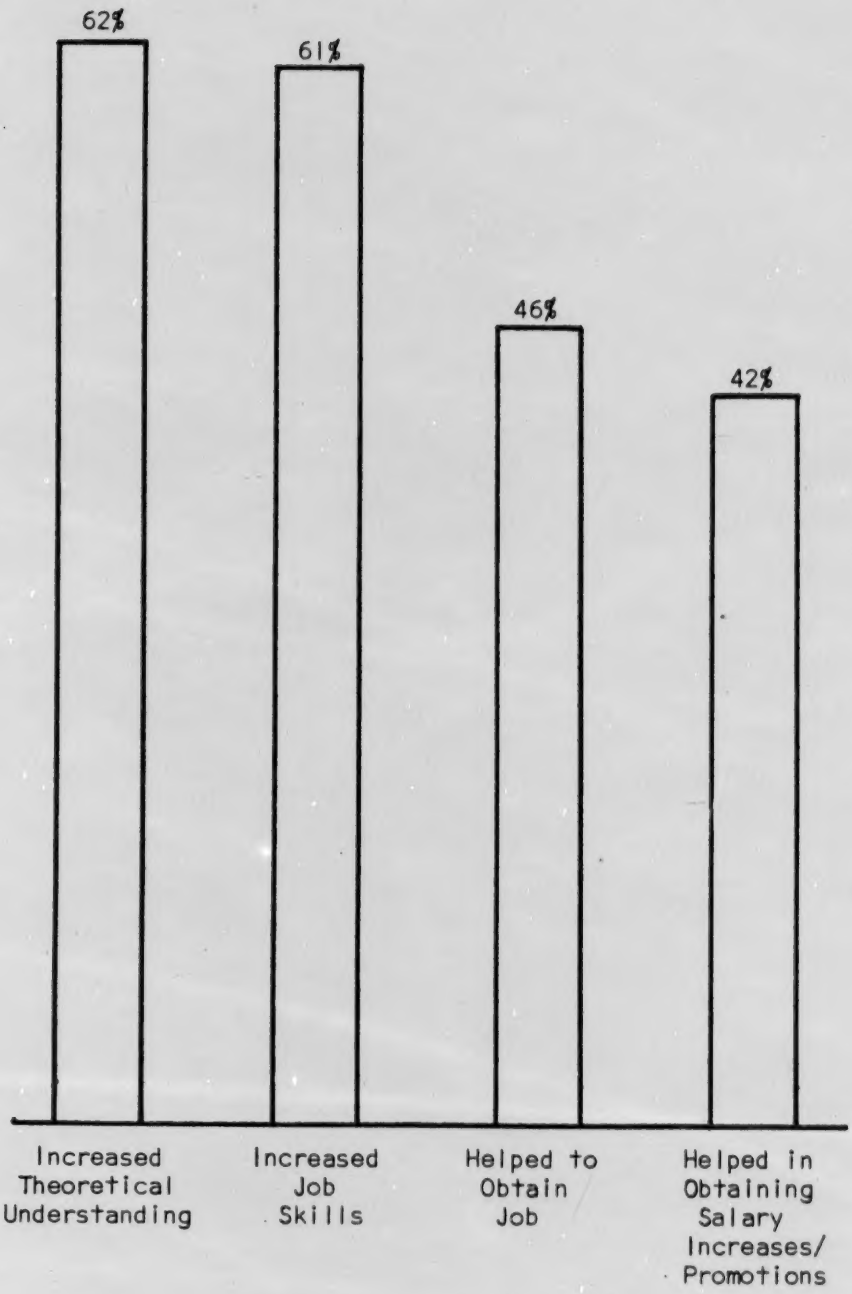

TABLE 12

JOB ASSISTANCE PROVIDED BY EDUCATIONAL PROGRAM TO RESPONDENTS

(FULL-TIME EMPLOYEES)

Group	Increased Theoretical Understanding of Job (% Yes*)	Increased Job Skills (% Yes*)	Helped to Obtain Job (% Yes*)	Helped in Obtaining Salary Increases/ Promotion (% Yes*)
All Respondents	62	61	46	42
Graduates	82	73	77	68
Non-Graduates	54	55	32	32
By Curriculum (HCC)				
Bus. Admin.	60	57	27	54
Engineering	100	86	60	86
General Studies, A & S and Special	57	60	46	37
Teacher Ed.	22	29	25	14
Data Processing	56	56	25	11
Electronics	50	0	33	0
Nursing	100	100	100	100
Secretarial	100	100	78	75

* Adjusted percent. Blanks and "Not Applicable" eliminated.

NOTE: Some curricula had few respondents.

Transfer

Fifty-one percent of the respondents said they entered Harford with transfer as their primary goal. Upon exit, 77 percent were in "transfer" curricula. This could have been the result of changing goals while at HCC or it could be that students placed themselves in a "transfer" program with no intention of actually doing so. At Harford, students can change curricula with a simple self-declaration at registration. As of Spring 1974, 38% of the respondents had actually transferred. On a statewide basis, the rate of students intending to and actually transferring is somewhat higher than at Harford. This data is shown in Figure 9.

Transfer institutions. The greatest number of respondents (37%) went to a Maryland State college. Previous research has shown that most of these students are attending Towson State College. The University of Maryland accounted for 19% of the transfer respondents. Twenty-eight percent of the transfer respondents went out-of-state for their further education. This information is shown in the pie chart, Figure 10, and in Table 13.

Relationship of HCC program to transfer major. Table 14 shows the relationship of studies taken at Harford to the transfer major.

TABLE 14

RELATIONSHIP OF HCC PROGRAMS TO TRANSFER MAJOR

Relationship	Harford		Statewide	
	#	%	#	%
Directly Related	39	38%	788	51%
Somewhat Related	46	45%	537	34%
Not Related	18	17%	232	15%

Only 18% of the respondents said their transfer major was not related to their HCC program. Nearly 4 of 10 said their transfer major was directly related. On a statewide basis, transfer programs were more related to community college work than was the case at Harford.

Grade point average. Less than 4% of transfer respondents were earning less than a 2.00 grade point average at their transfer institutions. Not only were few of the respondents in academic difficulty, but nearly half had an average greater than 3.0. This was quite similar to the statewide experience. See Table 15.

Satisfaction with transfer preparation. Over one-third of the respondents were extremely satisfied with their preparation for transfer work. Only 7% were unsatisfied. Harford students were slightly less satisfied with their preparation than respondents statewide. Table 16 shows this data, along with a breakdown by HCC transfer curriculum.

Transfer credits lost. Seventy-eight percent of the HCC respondents lost 3 credits or less in the transfer process; statewide, this figure was 73%. Eight percent of Harford respondents lost 13 or more credits. Table 17 shows this data, along with data for each HCC transfer curriculum.

FIGURE 9

HOW MANY RESPONDENTS ACTUALLY TRANSFERRED?

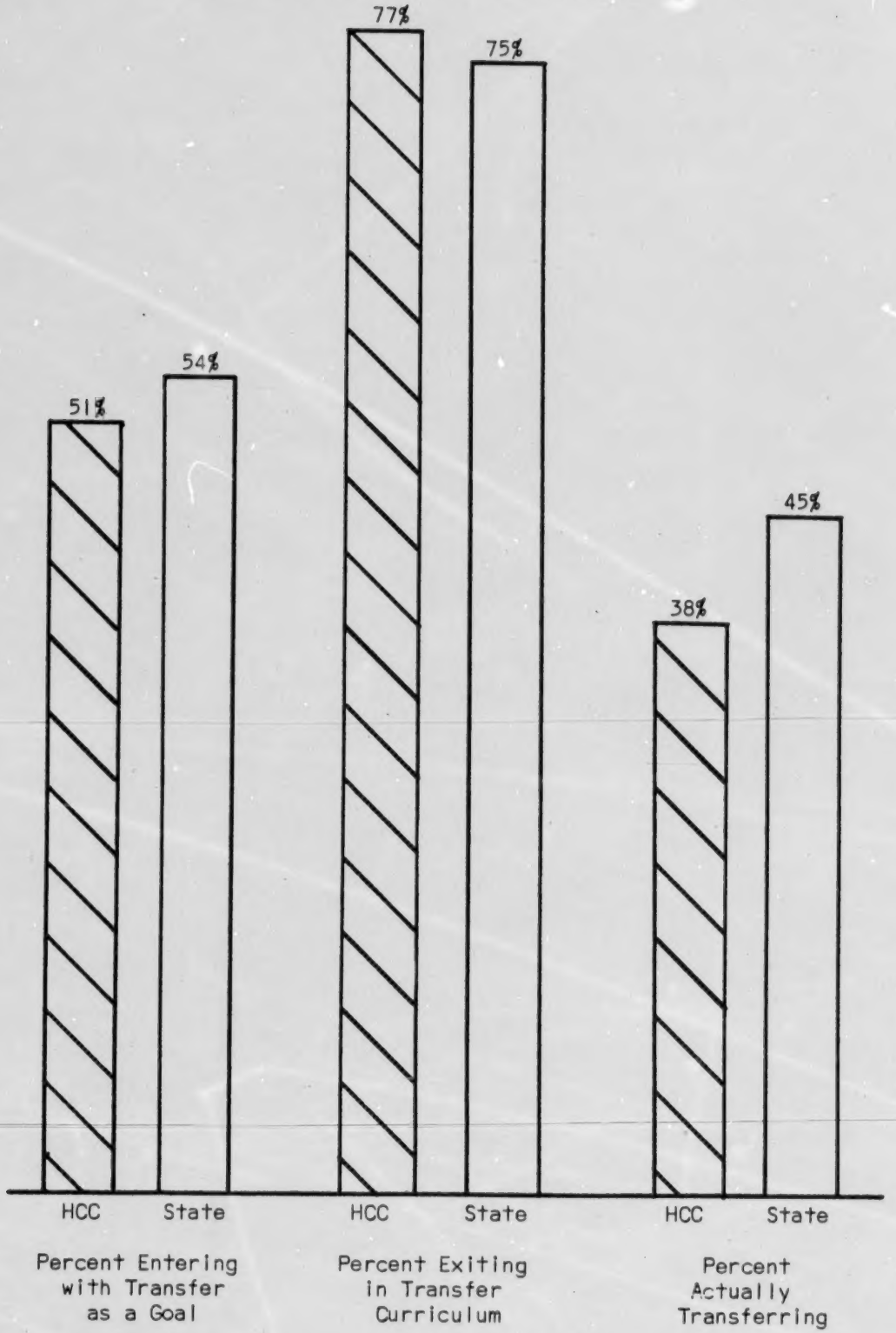

FIGURE 10

WHERE DID THE RESPONDENTS TRANSFER?

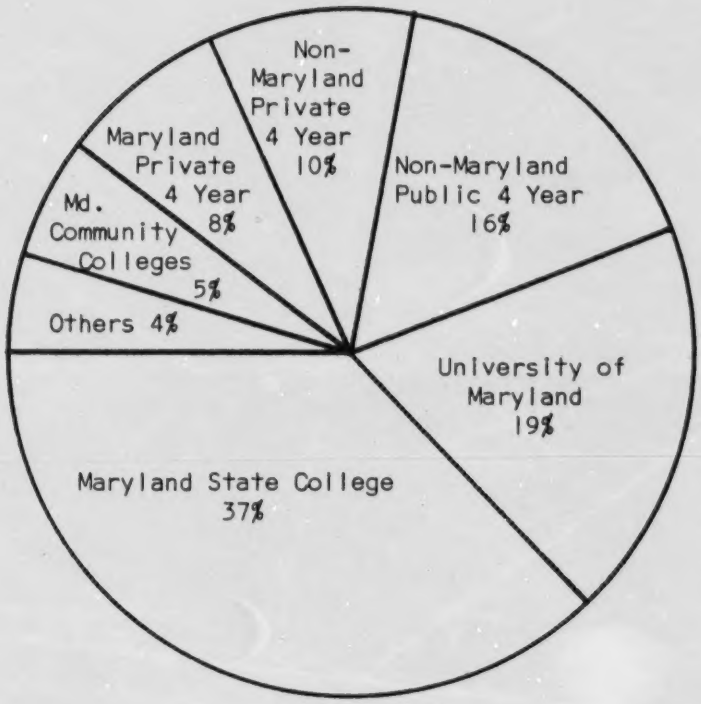

TABLE 13

TRANSFER INSTITUTIONS OF RESPONDENTS

Institution	Number	Percent
Maryland Community College	5	5%
Maryland State College	36	37%
University of Maryland	18	19%
Maryland Private 4-year	8	8%
Maryland Tech. or Commer. School	2	2%
Non-Maryland Public 4-year	16	16%
Non-Maryland Private 4-year	10	10%
Non-Maryland Public 2-year	2	2%
TOTAL TRANSFERRED	97	100%
Percent of Respondents Who Transferred		38%

FIGURE 11

WHAT HAPPENED TO TRANSFER RESPONDENTS?

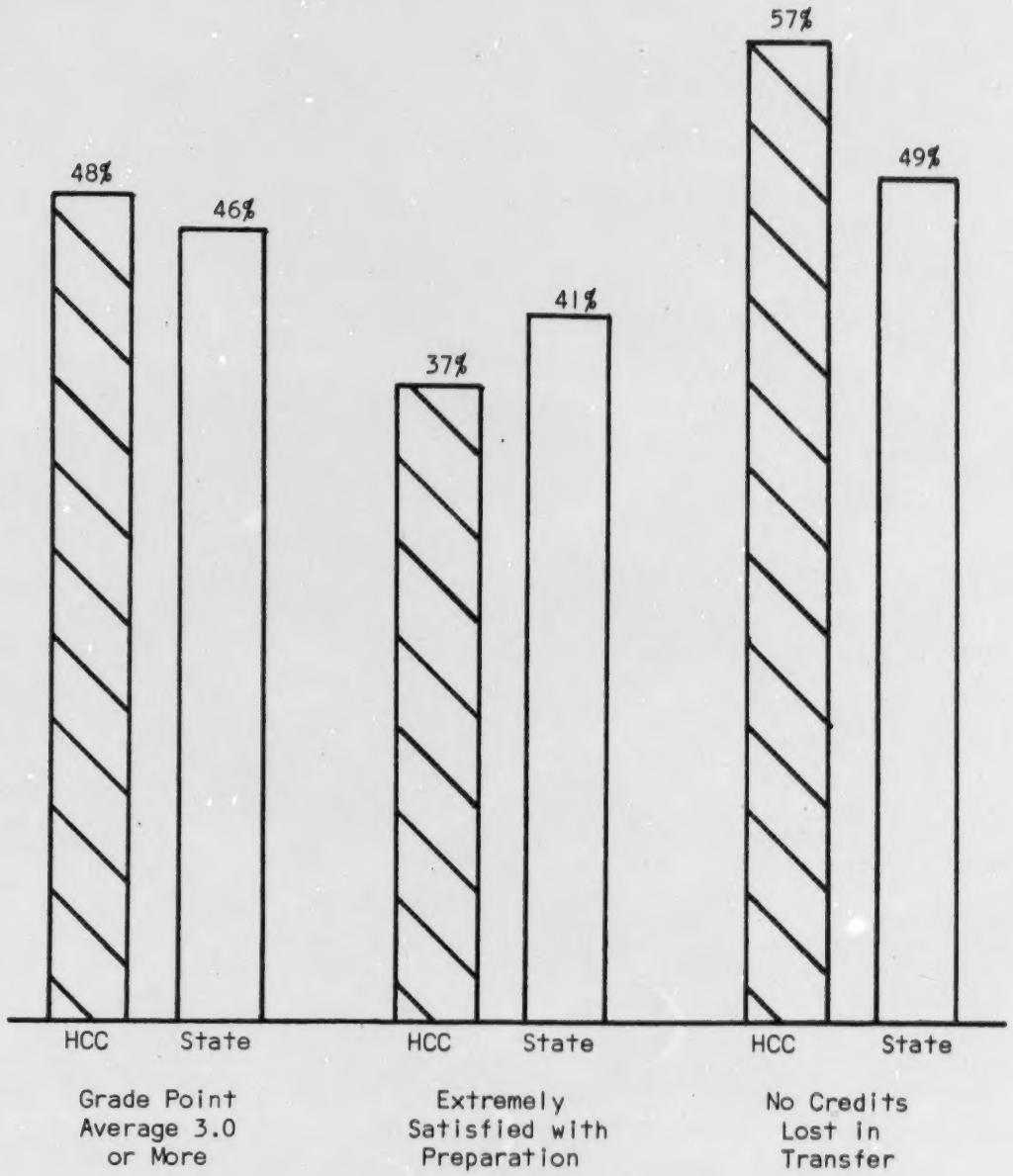

TABLE 15

GRADE POINT AVERAGE OF RESPONDENTS WHO TRANSFERRED

Grade Point Average at Transfer College	Harford		Statewide	
	#	%	#	%
Less than 2.0	4	4%	91	5%
2.0 - 2.4	17	18%	294	17%
2.5 - 2.9	29	30%	531	31%
3.0 - 3.4	34	35%	536	31%
3.5 and Over	13	13%	250	15%
Total	97	100%	1702	100%

TABLE 16

DEGREE OF SATISFACTION WITH PREPARATION FOR TRANSFER WORK AMONG RESPONDENTS

Group	Extremely Satisfactorily (%)	Satisfactorily (%)	Unsatisfactorily (%)
Harford	37	56	7
Statewide	41	53	6
By Curriculum (HCC)			
Bus. Admin.	40	60	0
Engineering	75	25	0
General Studies, A & S, and Special	32	58	11
Teacher Education	52	44	4

TABLE 17

TRANSFER CREDITS LOST BY RESPONDENTS

Group	Lost None (%)	Lost 1-3 (%)	Lost 4-12 (%)	Lost 13 + (%)
Harford	57	21	14	8
Statewide	49	24	20	7
By Curriculum (HCC)				
Bus. Administration	43	14	36	7
Engineering	67	0	33	0
General Studies, A & S, Special	61	22	6	12
Teacher Education	57	29	14	0

Environment and Services

Students were asked to evaluate their Harford experiences on 16 dimensions. Table 18 shows means, standard deviations, and the percent of respondents who checked that they had "No experience with item." The standard deviation expresses the range of responses. The lower the standard deviation, the more consensus among respondents. Theoretically, 68% of the responses are one standard deviation above and below the mean. The highest satisfaction was related to the faculty, their availability after class and their interest in students. The least satisfaction was expressed toward freshman orientation and student influence in college decisions. However, the average rating for all items was on the satisfied end of the scale.

Table 18 also reports mean scores from respondents statewide. Satisfaction among HCC students was greater than the statewide average on 15 of 16 items. Satisfaction related to the overall quality of instruction was 3.88 for HCC and statewide. Five represents "Highly Satisfied" and one represents "Highly Dissatisfied."

Recommendation of program and college. Students were also asked if they would recommend their program and college to a friend. Figure 12 and Table 19 present this data, with the Table indicating program recommendation by HCC curriculum. Over three-fourths of the respondents would recommend their program to a friend. Career curricula were generally more recommended than transfer curricula. Nine out of ten respondents would recommend the College to a friend. The HCC rate of recommendation of program and college both exceed the statewide rates.

D. DISCUSSION

Summary. A summary of the results is given at the beginning of this report.

Non-graduates. This study tends to confirm the idea that "success" must be measured in ways beyond the graduation rate. While only 27% graduated, 63% said they achieved their primary educational objective at the College. Non-graduates said that their education increased theoretical understanding and skills required in their jobs. They also experienced increases in salary.

Student evaluation. On items where students were asked to rate the College, the respondents consistently rated Harford Community higher than the statewide average. While there is clearly room for improvement, this is an optimistic note.

Career orientation. Harford has less of a transfer orientation than the statewide average. Fewer of our students have transfer as a primary goal, and fewer actually do transfer. More of our students are employed. Apart from what Harford states are its goals, what mostly happens is that students move into careers. This has important implications for the policies, plans, and procedures at the College.

College evaluation and goals. Data from this and future studies provide the opportunity to decide where we want to improve and then see if improvement takes place. Thirty-seven percent never reached their educational goals here. Is that acceptable? If not, what is a reasonable level? Many (73%) never graduated, and graduates seem to benefit more than non-graduates. Thirty-nine percent said they experienced no increase in job skills as a result of being here. We are developing the capacity to set quatifiable goals, develpp programs to meet them, and assess progress. For example, the college could shoot for 70% educational goal achievement in the next year. Action could be taken to increase goal achievement. Future studies would show if the 70% objective was met.

Future follow-up study. This study will be conducted again with the students who entered in Fall, 1971. Minor changes will be made in the questionnaire, and efforts will be make to improve the response rate.

TABLE 18

ENVIRONMENT AND SERVICES OF HARFORD COMMUNITY COLLEGE

	Percent "No Experience With Item" (HCC)	HCC Mean*	HCC Std. Dev.	State Mean*
Overall Quality of Instruction	6%	3.88	0.95	3.88
Faculty Availability after Class	14%	4.02	0.97	3.70
Faculty Interest in Students	8%	4.01	1.01	3.82
Freshman Ortn. Program	38%	3.38	1.13	3.01
Avail. of Cultural Programs	35%	3.63	0.97	3.38
Assist. in Finding Employment	63%	3.39	1.25	2.89
Counseling for Course Selection	28%	3.68	1.18	3.23
Counseling for Pers. Problems	72%	3.82	1.18	3.48
Overall College Facilities	14%	3.88	0.91	3.81
Facilities in My Col. Program	25%	3.80	1.03	3.70
Student Relationships	16%	3.81	1.01	3.71
Student Influence in College Decisions	47%	3.38	1.05	3.02
Variety of Student Extra-curr. Activities	37%	3.50	1.15	3.12
Variety of Student Orgs.	44%	3.51	1.02	3.23
Academic Atmosphere	14%	3.68	1.04	3.43
Overall College Atmosphere	11%	3.82	1.00	3.61

* On a scale of 1 to 5, where one is "Highly Dissatisfied" and five is "Highly Satisfied."

FIGURE 12

HOW DID STUDENTS RATE THEIR PROGRAM AND THE COLLEGE?

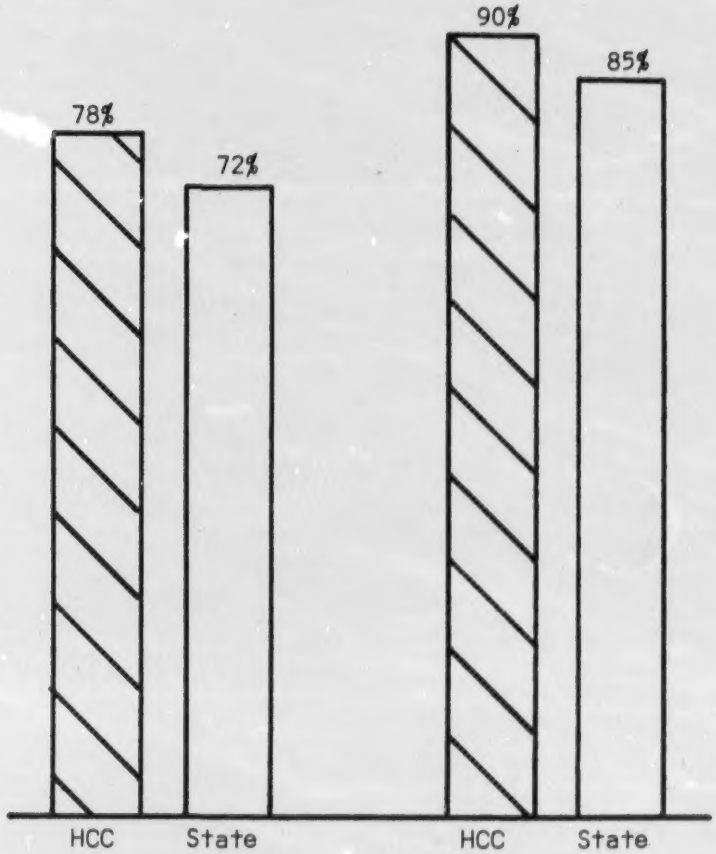

TABLE 19

RECOMMENDATION OF PROGRAM AND COLLEGE BY RESPONDENTS

	Percent Yes	Percent No	Percent Uncertain
"Would you recommend to a friend your program of study at this community college?"			
Harford	78	8	14
Statewide	72	11	17
By Curriculum (HCC)			
Bus. Administration	90	7	3
Engineering	78	0	22
General Studies, A & S and Special	75	9	16
Teacher Education	74	9	17
Data Processing	100	0	0
Electronics	89	0	11
Nursing	100	0	0
Secretarial	86	14	0
"Would you recommend this community college to a friend?"			
Harford	90	2	7
Statewide	85	5	10

MARYLAND PUBLIC COMMUNITY COLLEGES
FORMER STUDENT FOLLOW-UP STUDY QUESTIONNAIRE
WINTER, 1974

-40-

Maryland's Public Community Colleges
Maryland State Board for Community Colleges

№ 27125

Dear Former Student:

Originally the purpose of Community Colleges in Maryland, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, they have become more comprehensive in the scope of their curricular offerings. Therefore, in order that we may assess how well these programs are serving the Maryland public, we ask you to complete this questionnaire.

For your convenience a preaddressed and stamped return envelope is enclosed.

Thank you for your assistance and cooperation.

Sincerely yours,

Alfred C. O'Connell
Executive Director
Maryland State Board for Community Colleges

PART I. GENERAL INFORMATION

Section 1. For college use only

1 2 3 4 5 6 CC Code: _____ (FICE #)

7 8 9 10 Exiting Curriculum: (Name) _____ (HEGIS #) _____

11 12 13 Credit hours earned: _____

14 Graduate: 1. Yes 2. No

15 Highest degree received: 1. A.A. 2. Certificate 3. Diploma 4. Other award (specify) _____ 5. None

16 17 18 Overall grade point average: _____

19 Currently enrolled: 1. Yes 2. No

20 21 22

23 24

25 26 27 28

APPENDIX

(blank) b 29 Section 2. For student response

30 A. Please circle the appropriate sex designation for yourself. 1. Male 2. Female

31 B. Indicate to which one of the following groups you consider yourself belonging.
1. White 2. Black 3. Oriental 4. Spanish Surnamed American 5. American Indian
6. Other (specify) _____

32 33 C. Please state your year of birth. _____

D. Please list the following information about your high school:

34 35 _____ (year of graduation) or _____ (year of GED)

36 37 38 39 _____
(High school name) (County) (State--other than Maryland)

40 41 NOTE: For non-Maryland high school graduates list only the state of graduation.

42 43

Continued on next page

PART II.

EDUCATIONAL GOALS UPON ENTRY TO THIS COMMUNITY COLLEGE (All former students please respond to these items.)

44 E. Please circle your one primary reason for first attending this community college.

1. To obtain an A. A. degree before transferring
2. To obtain an A. A. degree; no further immediate educational plans
3. To obtain a Certificate or diploma to improve or upgrade skills
4. To obtain training in a special program or to upgrade skills
5. To take some college level courses before transferring
6. To take some liberal arts courses which interested me
7. To take one or several courses of special interest

45 F. Was your primary interest, indicated above, achieved before you left this community college?

1. Yes 2. No (If you respond No, please answer G otherwise proceed to H.)

46 47 48 G. What primary reason(s) made you decide to discontinue attendance at this community college? (If more than one reason applies circle the two or three most important reasons.)

1. Transferred
2. Employment
3. Personal
4. Marriage
5. Lack of interest
6. Entered military service
7. Lack of financial support
8. Moved to another area
9. Change in educational goal

49 50 51 H. Please circle all of the following educational activities in which you participated after leaving this college.

52 53 54 55

1. Adult educational programs
2. On-the-job training
3. Correspondence courses
4. T.V. course (educational)
5. Attended concerts, ballets, theatres, lectures
6. Other (please specify)_____
7. None of the above

56 57 58 59 60 61 62 I. Please circle all of the following community activities in which you have participated after leaving this community college.

1. JC's, science clubs, community groups, political groups, etc.
2. Church group
3. PTA, school volunteer
4. Red Cross, hospital volunteer
5. Recreation, scouting group, athletic group volunteer
6. Other (please specify)_____
7. None of the above

63 J. Did you attend this community college primarily on a part-time or full-time basis (Part-time — less than 12 credit hours per term; full-time — 12 or more credit hours per term.)

1. Part-time 2. Full-time

PART III.

CURRENTLY EMPLOYED FORMER STUDENTS (All former students who are now employed and/or who were employed immediately after leaving this community college, even if you transferred to another institution, should respond to these questions.)

64 K. Indicate the geographic location in which you are presently employed.

1. The same county/city as this community college
2. Other county in Maryland
3. Baltimore City
4. Washington, D. C.
5. Delaware
6. Pennsylvania
7. Virginia
8. West Virginia
9. Other out-of-state location

65 L. What is your current employment status?

1. Part-time 2. Full-time

66 M. Have you changed jobs between the time you left this community college and February 15, 1974?

1. Yes 2. No

67 N. How long have you been employed in your present job?

1. Less than 1 year
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. 11 years or more

For keypunch instructions only

68 ... 74 (blank)

1
75 (card #1)

76 77 78 79 80 (Form # from front page)

Begin card #2

1 2 3 4 5 6 7 8 9 10 O. Please indicate both your initial employment yearly salary upon leaving this community college and your present employment yearly salary.

Initial Salary: $_____

Present Salary: $_____

11 P. How did you locate your first job after leaving this community college?

1. Faculty at this college
2. This community college's placement office
3. Employment agency
4. Family or friend
5. Other method
6. Held same job while attending this college

Continued on next page

12 Q. Indicate the most accurate relationship between your program at this community college and your job.

1. Program directly related to job
2. Program somewhat related to job
3. Program not at all related to job

R. Please rate your satisfaction with your present job.

	Highly Dissatisfied				Highly Satisfied
	1	2	3	4	5
13 Salary	☐	☐	☐	☐	☐
14 Opportunities for salary increases	☐	☐	☐	☐	☐
15 Opportunities for advancement	☐	☐	☐	☐	☐
16 Job enjoyment	☐	☐	☐	☐	☐
17 Fringe benefits	☐	☐	☐	☐	☐
18 Job importance	☐	☐	☐	☐	☐
19 Communication with superiors	☐	☐	☐	☐	☐

S. Did your educational program at this community college assist you in:

	Yes 1	No 2	Not Applicable 3
20 Increasing your theoretical understanding of skills required for your job	☐	☐	☐
21 Increasing your abilities to perform skills required by your job	☐	☐	☐
22 Obtaining your job	☐	☐	☐
23 Obtaining salary increases and/or promotions	☐	☐	☐

24 T. Would you list your employer and job title?

1. Yes 2. No

_____
Name of Employer (voluntary)

_____
Job Title (voluntary)

PART IV.

FOR FORMER STUDENTS WHO HAVE SINCE TRANSFERRED TO ANOTHER EDUCATIONAL INSTITUTION
(Please use the first institution to which you transferred since leaving this community college as your reference in responding to these items.)

25 U. Immediately after leaving this community college, please indicate the type of institution to which you transferred.

1. Another Maryland public community college
2. A public State college in Maryland
3. The University of Maryland
4. Maryland private four-year college or university
5. A private two-year Maryland college
6. Maryland technical or commercial school
7. Out-of-state four-year public college or university
8. Out-of-state four-year private college or university
9. Out-of-state two-year public college
10. Out-of-state two-year private college
11. Out-of-state technical or commercial school

26 V. If you are currently enrolled in the institution indicated in (U) above, circle your present enrollment status. (Please respond to both Status and Classification. For example: (2) Full-time (3) Junior.)

27

Status	Classification	
1. Part-time	1. Freshman	4. Senior
2. Full-time	2. Sophomore	5. Graduate student
	3. Junior	

28 W. Check your overall grade point average at the institution in (U) above based on a 4-point scale.

(1.) less than 2.0
(2.) 2.0 - 2.4
(3.) 2.5 - 2.9
(4.) 3.0 - 3.4
(5.) 3.5 and over

29 X. To what extent was your curriculum program at this community college related to your major at the institution indicated in (U) above?

1. Directly related
2. Somewhat related
3. Not related

30 Y. Please check the degree of satisfaction to which you feel this community college prepared you for additional academic work?

1. Extremely satisfactorily
2. Satisfactorily
3. Unsatisfactorily

31 Z. How many credit hours earned at this community college were not accepted at the institution indicated in (U) above?

1. All credit hours accepted
2. Lost 1-3 credit hours
3. Lost 4-6 credit hours
4. Lost 7-12 credit hours
5. Lost 13-20 credit hours
6. Lost more than 21 credit hours

Continued on next page

PART V. ENVIRONMENT AND SERVICES OF THIS COMMUNITY COLLEGE
(All former students should respond to these items.)

AA. The following items describe aspects and services of this community college. In the appropriate space to the right of each statement would you please check the degree to which you were satisfied?

		No Experience With item	Highly Dissatisfied				Highly Satisfied
		0	1	2	3	4	5
32	Overall quality of instruction	☐	☐	☐	☐	☐	☐
33	Faculty availability after class	☐	☐	☐	☐	☐	☐
34	Faculty interest in students	☐	☐	☐	☐	☐	☐
35	Freshmen orientation program	☐	☐	☐	☐	☐	☐
36	Availability of cultural programs	☐	☐	☐	☐	☐	☐
37	Assistance finding employment	☐	☐	☐	☐	☐	☐
38	Counseling for course selection	☐	☐	☐	☐	☐	☐
39	Counseling for personal problem(s)	☐	☐	☐	☐	☐	☐
40	Overall college facilities	☐	☐	☐	☐	☐	☐
41	Facilities in my college program	☐	☐	☐	☐	☐	☐
42	Student-facility relationships	☐	☐	☐	☐	☐	☐
43	Student relationships	☐	☐	☐	☐	☐	☐
44	Student influence in college decisions	☐	☐	☐	☐	☐	☐
45	Variety of student extra-curricular activities	☐	☐	☐	☐	☐	☐
46	Variety of student organizations	☐	☐	☐	☐	☐	☐
47	Academic atmosphere	☐	☐	☐	☐	☐	☐
48	Overall college atmosphere	☐	☐	☐	☐	☐	☐

49 BB. Would you recommend to a friend your program of study at this community college?

1. Yes 2. No 3. Uncertain

50 CC. Would you recommend this community college to a friend?

1. Yes 2. No 3. Uncertain

THANK YOU FOR YOUR ATTENTION AND ASSISTANCE

For keypunch instructions only
51 ... 74 (blank)
2 / 75 (card #2)
76 77 78 79 80 (Form # from front page)
Same as CC:76-80 on Card #1

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 2 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION